**Stage I: To what extent does the design focus on the big ideas of targeted content?**

* My team has grouped standards that are a good fit for a unit and address standards students need to master based on data.
* My team has deconstructed each standard and has a common, deep understanding of what students should know, understand and be able to do.
* Our unit includes integration where it is a natural fit.
* We have identified the targeted enduring understandings, based on transferable big ideas at the heart of the discipline and in need of proficiency/mastery.
* The targeted understandings are framed by essential questions that spark meaningful connections, provoke genuine inquiry and deep thought around central ideas, which are arguable and encourage transfer.
* My team has determined appropriate goals for the unit (content standards, benchmarks, curriculum standards and elements).
* My team has identified the valid-relevant unit knowledge and skills.
* We have identified possible misconceptions.
* Our unit plans for the year are mapped to address all expected standards and elements for my grade level (use when mapping for a year)

**Stage II: To what extent do the assessments provide fair, valid, reliable and sufficient measures of the desired results?**

* We have designed an authentic performance task(s) for the unit.
* We have developed appropriate criterion-based scoring tools used to evaluate student products and performances? (checklists for students to use on performance tasks/rubrics to be shared with students prior to the performance task and utilized to score the final product)
* We have included a balanced assessment approach throughout the unit to provide additional evidence of student learning. (ex: selected response, constructed response, informal, performance based, formative and summative)
* All standards/elements are assessed through the balanced assessment structure.
* Formative assessments are planned for feedback to students and teachers to determine readiness for summative assessments.
* All assessments are created.
* Students have opportunities to self-assess.
* Our performance assessments are authentic and introduced to students with a hook.
* The team has taken each assessment and has agreed upon scoring criteria and possible answers.

**Stage III: To what extent is the learning plan effective and engaging?**

* Students know where they are going (the learning goals of the unit), why the material is important and how they will demonstrate their learning. (Introduction to the unit on the first day plan)
* We have identified and secured aligned resources for the standards, big ideas, enduring understandings and learning plan.
* Our learning plan includes a hook that engages students in digging deep into the big ideas (The learning plan includes inquiry, research, problem solving and experimentation) (lesson plans-introduction to unit and performance assessment)
* Our learning plan provides students with adequate opportunities for students to explore and experience big ideas and receive instruction to equip them for the required performance tasks/assessment(s)?
* Our learning plan includes opportunities for students to rethink, revise, rehearse and refine their work based on specific feedback. (daily lesson plans)
* Our learning plan allows students to evaluate their own work, reflect on their learning and set goals.
* Our learning plan is tailored and flexible to address the interests and learning styles of all students. (daily lesson plans)
* Our learning plan is logical, organized and sequenced to maximize engagement and effectiveness. (each week builds toward the cumulative knowledge and understanding of big ideas and enduring understandings.)
* Our learning plan includes explicit whole group or small group mini lessons on skills and concepts students need to acquire. (daily lesson plans)
* Our learning plan includes small group, guided instruction. (daily lesson plans)
* Our learning plan includes center work, choice boards or independent work that is meaningful, differentiated and promotes student interaction around complex problems. (daily lesson plans)
* Our students have opportunities to practice and interact with content and academic vocabulary. (daily lesson plans)
* Our learning plan includes a focus on important academic vocabulary and concepts students need to know to get to the big ideas. ( daily lesson plans)
* Our learning plan helps students build background and make connections. (daily lesson plans)